



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 10041132
SAU: Appleton School Department
School: Appleton Village School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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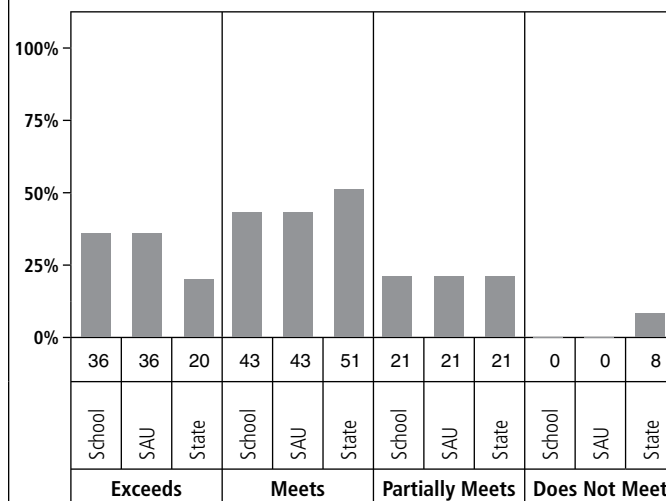
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

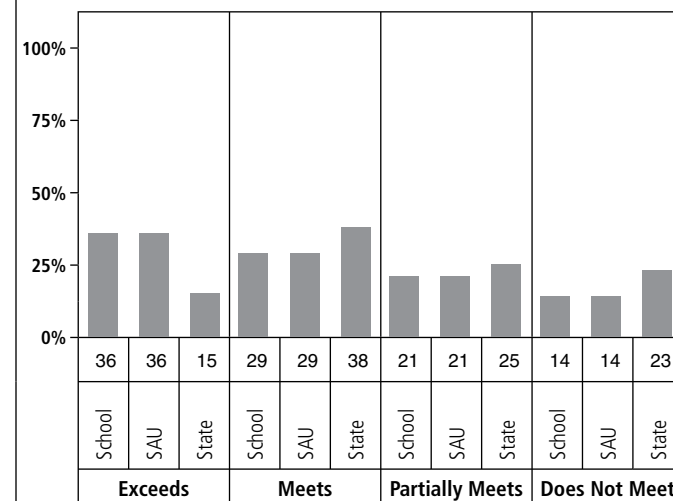
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	847	847	847
2007–2008	853	853	849
2008–2009	856	856	850
Cum. Avg.*	852	852	849
Mathematics			
2006–2007	838	838	842
2007–2008	843	843	841
2008–2009	848	848	843
Cum. Avg.*	843	843	842
Science			
2008–2009 **	855	855	846

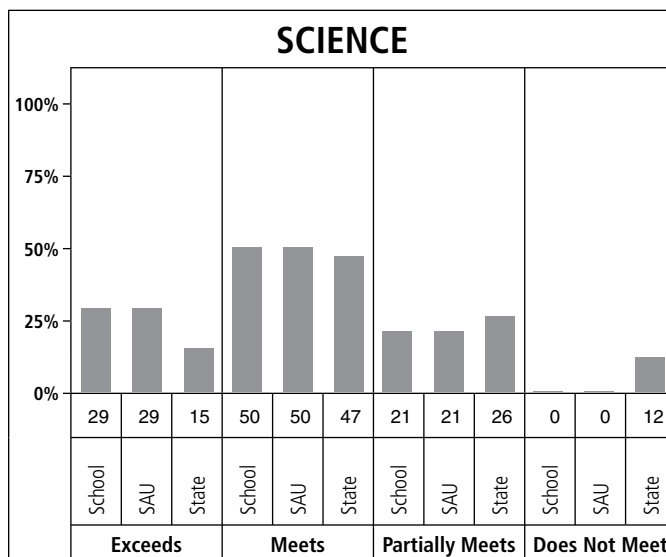
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	14	100	14	100	14804	100	14	100	14	100	14659	99	14	100	14	100	14653	99	14	100	14	100	14626	99
Ethnicity African American/Black	1	7	1	7	377	3	1	100	1	100	366	97	1	100	1	100	371	98	1	100	1	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	13	93	13	93	13878	94	13	100	13	100	13756	99	13	100	13	100	13742	99	13	100	13	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	2	14	2	14	2489	17	2	100	2	100	2434	99	2	100	2	100	2424	98	2	100	2	100	2418	98
Current LEP	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
Economically disadvantaged	4	29	4	29	5460	37	4	100	4	100	5380	99	4	100	4	100	5377	99	4	100	4	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	12	86	12	86	12132	82	12	86	12	86	12124	82	12	86	12	86	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	2	14	2	14	2349	16	2	14	2	14	2347	16	2	14	2	14	2288	15
Identified disability (PET/IEP)	2	100	2	100	1877	80	2	100	2	100	1862	79	2	100	2	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	2	17	2	17	2407	16
	2007-2008	4	21	4	21	3428	23
	2008-2009	5	36	5	36	2857	20
	Cum. Total*	11	24	11	24	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	6	50	6	50	7494	49
	2007-2008	11	58	11	58	7179	48
	2008-2009	6	43	6	43	7431	51
	Cum. Total*	23	51	23	51	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	3	25	3	25	3628	24
	2007-2008	3	16	3	16	2706	18
	2008-2009	3	21	3	21	2979	21
	Cum. Total*	9	20	9	20	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	1	8	1	8	1810	12
	2007-2008	1	5	1	5	1611	11
	2008-2009	0	0	0	0	1214	8
	Cum. Total*	2	4	2	4	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	39.1	69.8	39.1	69.8	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.6	68.0	13.6	68.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.5	70.8	25.5	70.8	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Appleton School Department
 School: Appleton Village School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	5	36	6	43	3	21	0	0	856	14	36	43	21	0	856	14481	20	51	21	8	850
Ethnicity																						
African American/Black	1										1						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	13	4	31	6	46	3	23	0	0	855	13	31	46	23	0	855	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2256	2	25	40	34	834
No	12	5	42	6	50	1	8	0	0	859	12	42	50	8	0	859	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	14	5	36	6	43	3	21	0	0	856	14	36	43	21	0	856	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	4										4						5277	10	46	29	15	844
No	10	5	50	4	40	1	10	0	0	861	10	50	40	10	0	861	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	14	5	36	6	43	3	21	0	0	856	14	36	43	21	0	856	14476	20	51	21	8	850
Gender																						
Female	9	5	56	3	33	1	11	0	0	863	9	56	33	11	0	863	7074	25	51	18	6	852
Male	5	0	0	3	60	2	40	0	0	844	5	0	60	40	0	844	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	14	5	36	6	43	3	21	0	0	856	14	36	43	21	0	856	13624	20	52	20	8	850
Gifted/talented program																						
Yes	3										3						700	69	30	1	0	867
No	11	2	18	6	55	3	27	0	0	851	11	18	55	27	0	851	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Appleton School Department

School: Appleton Village School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						8	8	39	29	24	841
B. less than one hour	36	2	40	2	40	1	20	0	0	858	36	40	40	20	0	858	51	17	53	22	8	849
C. one to two hours	50	1	14	4	57	2	29	0	0	850	50	14	57	29	0	850	36	24	52	18	5	852
D. more than two hours	14	2	100	0	0	0	0	0	0	873	14	100	0	0	0	873	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	5	83	1	17	0	0	0	0	871	43	83	17	0	0	871	31	35	50	11	4	856
B. good	43	0	0	4	67	2	33	0	0	847	43	0	67	33	0	847	47	16	55	21	7	849
C. fair	14	0	0	1	50	1	50	0	0	839	14	0	50	50	0	839	18	5	47	33	15	842
D. poor	0										0						3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	21	2	67	0	0	1	33	0	0	859	21	67	0	33	0	859	32	27	54	14	5	853
B. They match some of what I have learned.	57	2	25	4	50	2	25	0	0	853	57	25	50	25	0	853	52	18	53	22	8	850
C. They match just a little of what I have learned.	21	1	33	2	67	0	0	0	0	859	21	33	67	0	0	859	12	11	45	29	15	844
D. There is no match.	0										0						4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	7	0	0	1	100	0	0	0	0	852	7	0	100	0	0	852	15	13	42	28	17	844
B. about the same as my regular schoolwork	86	5	42	4	33	3	25	0	0	856	86	42	33	25	0	856	64	19	53	20	7	850
C. easier than my regular schoolwork	7	0	0	1	100	0	0	0	0	856	7	0	100	0	0	856	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	57	1	13	4	50	3	38	0	0	847	57	13	50	38	0	847	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	43	4	67	2	33	0	0	0	0	868	43	67	33	0	0	868	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	64	3	33	4	44	2	22	0	0	856	64	33	44	22	0	856	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	29	2	50	1	25	1	25	0	0	858	29	50	25	25	0	858	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	1	100	0	0	0	0	850	7	0	100	0	0	850	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	29	3	75	1	25	0	0	0	0	867	29	75	25	0	0	867	19	26	53	15	6	853
B. 20 minutes to an hour	43	2	33	3	50	1	17	0	0	856	43	33	50	17	0	856	40	25	52	17	6	852
C. less than 20 minutes	7	0	0	1	100	0	0	0	0	852	7	0	100	0	0	852	15	18	51	21	10	849
D. I rarely read at home.	21	0	0	1	33	2	67	0	0	842	21	0	33	67	0	842	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	43	4	67	2	33	0	0	0	0	865	43	67	33	0	0	865	42	27	51	15	6	853
B. agree	57	1	13	4	50	3	38	0	0	849	57	13	50	38	0	849	50	15	53	23	9	848
C. disagree	0										0						7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	0	0	0	0	1952	13
	2007-2008	2	11	2	11	1657	11
	2008-2009	5	36	5	36	2116	15
	Cum. Total*	7	16	7	16	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	5	42	5	42	5870	38
	2007-2008	9	47	9	47	5956	40
	2008-2009	4	29	4	29	5443	38
	Cum. Total*	18	40	18	40	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	4	33	4	33	3982	26
	2007-2008	6	32	6	32	3729	25
	2008-2009	3	21	3	21	3556	25
	Cum. Total*	13	29	13	29	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	3	25	3	25	3534	23
	2007-2008	2	11	2	11	3579	24
	2008-2009	2	14	2	14	3356	23
	Cum. Total*	7	16	7	16	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	32.0	57.1	32.0	57.1	28.6	51.1
A. Number	8	14	3.4	42.5	3.4	42.5	3.7	46.3
B. Data	16	29	10.4	65.0	10.4	65.0	8.9	55.6
C. Geometry	12	21	5.7	47.5	5.7	47.5	5.0	41.7
D. Algebra	20	36	12.5	62.5	12.5	62.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Appleton School Department
 School: Appleton Village School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	5	36	4	29	3	21	2	14	848	14	36	29	21	14	848	14471	15	38	25	23	843
Ethnicity																						
African American/Black	1										1						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	13	4	31	4	31	3	23	2	15	847	13	31	31	23	15	847	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2242	2	12	22	63	824
No	12	5	42	4	33	3	25	0	0	853	12	42	33	25	0	853	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	14	5	36	4	29	3	21	2	14	848	14	36	29	21	14	848	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	4										4						5270	6	30	28	36	835
No	10	4	40	3	30	3	30	0	0	850	10	40	30	30	0	850	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	14	5	36	4	29	3	21	2	14	848	14	36	29	21	14	848	14466	15	38	25	23	843
Gender																						
Female	9	5	56	1	11	2	22	1	11	852	9	56	11	22	11	852	7070	15	39	25	22	843
Male	5	0	0	3	60	1	20	1	20	841	5	0	60	20	20	841	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	14	5	36	4	29	3	21	2	14	848	14	36	29	21	14	848	13614	15	38	24	22	843
Gifted/talented program																						
Yes	3										3						700	68	27	3	1	866
No	11	2	18	4	36	3	27	2	18	844	11	18	36	27	18	844	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 8
 SAU: Appleton School Department
 School: Appleton Village School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						8	8	24	24	44	833
B. less than one hour	36	2	40	1	20	1	20	1	20	848	36	40	20	20	20	848	51	12	38	26	23	842
C. one to two hours	50	1	14	3	43	2	29	1	14	843	50	14	43	29	14	843	36	19	40	23	19	845
D. more than two hours	14	2	100	0	0	0	0	0	0	866	14	100	0	0	0	866	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	3	50	3	50	0	0	0	0	859	43	50	50	0	0	859	28	33	41	15	11	852
B. good	43	1	17	1	17	2	33	2	33	837	43	17	17	33	33	837	45	11	43	25	21	842
C. fair	14	1	50	0	0	1	50	0	0	849	14	50	0	50	0	849	21	3	27	35	35	834
D. poor	0										0						5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	21	1	33	2	67	0	0	0	0	858	21	33	67	0	0	858	28	23	41	21	15	848
B. They match some of what I have learned.	57	3	38	2	25	2	25	1	13	848	57	38	25	25	13	848	52	13	40	25	21	843
C. They match just a little of what I have learned.	21	1	33	0	0	1	33	1	33	839	21	33	0	33	33	839	16	8	28	30	34	836
D. There is no match.	0										0						4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	43	2	33	1	17	3	50	0	0	846	43	33	17	50	0	846	32	6	34	29	32	837
B. about the same as my regular schoolwork	36	2	40	2	40	0	0	1	20	854	36	40	40	0	20	854	52	13	41	25	20	843
C. easier than my regular schoolwork	21	1	33	1	33	0	0	1	33	843	21	33	33	0	33	843	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	3	38	2	25	1	13	2	25	847	57	38	25	13	25	847	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	43	2	33	2	33	2	33	0	0	850	43	33	33	33	0	850	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	64	5	56	3	33	1	11	0	0	857	64	56	33	11	0	857	34	18	40	22	20	845
B. two or three days a week	29	0	0	0	0	2	50	2	50	830	29	0	0	50	50	830	35	14	38	26	21	843
C. two or three times each month	7	0	0	1	100	0	0	0	0	846	7	0	100	0	0	846	18	12	37	27	24	841
D. never or almost never	0										0						13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	13	38	23	26	841
B. two or three days a week	0										0						17	11	37	26	26	841
C. two or three times each month	29	0	0	3	75	1	25	0	0	846	29	0	75	25	0	846	28	15	40	25	20	844
D. never or almost never	71	5	50	1	10	2	20	2	20	849	71	50	10	20	20	849	46	16	36	24	23	843
How do you feel about the following statement?																						
"My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	43	3	50	1	17	2	33	0	0	852	43	50	17	33	0	852	52	19	41	22	18	846
B. agree	50	2	29	2	29	1	14	2	29	845	50	29	29	14	29	845	39	11	35	27	27	840
C. disagree	0										0						6	7	28	26	39	835
D. strongly disagree	7	0	0	1	100	0	0	0	0	848	7	0	100	0	0	848	3	4	25	28	43	832
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	4	29	4	29	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	7	50	7	50	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	3	21	3	21	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	0	0	0	0	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	37.5	67.0	37.5	67.0	32.0	57.1
D. The Physical Setting	31	55	19.9	64.2	19.9	64.2	17.1	55.2
D1/D2 Earth/Space	17	30	10.9	64.1	10.9	64.1	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	9.0	64.3	9.0	64.3	7.7	55.0
E. The Living Environment	25	45	17.6	70.4	17.6	70.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution



SCIENCE RESULTS (CONTINUED)

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	4	29	7	50	3	21	0	0	855	14	29	50	21	0	855	14263	15	47	26	12	846
Ethnicity																						
African American/Black	1										1						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	13	4	31	6	46	3	23	0	0	855	13	31	46	23	0	855	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2221	3	22	36	38	832
No	12	4	33	6	50	2	17	0	0	857	12	33	50	17	0	857	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	14	4	29	7	50	3	21	0	0	855	14	29	50	21	0	855	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	4										4						5184	6	40	33	21	840
No	10	3	30	5	50	2	20	0	0	856	10	30	50	20	0	856	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	14	4	29	7	50	3	21	0	0	855	14	29	50	21	0	855	14258	15	47	26	12	846
Gender																						
Female	9	4	44	3	33	2	22	0	0	857	9	44	33	22	0	857	6953	14	47	28	11	846
Male	5	0	0	4	80	1	20	0	0	850	5	0	80	20	0	850	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	14	4	29	7	50	3	21	0	0	855	14	29	50	21	0	855	13435	16	48	25	12	846
Gifted/talented program																						
Yes	3										3						699	65	34	2	0	865
No	11	2	18	6	55	3	27	0	0	851	11	18	55	27	0	851	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Appleton School Department
School: Appleton Village School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						8	8	34	28	30	837
B. less than one hour	36	2	40	3	60	0	0	0	0	856	36	40	60	0	0	856	51	14	48	27	11	846
C. one to two hours	50	1	14	3	43	3	43	0	0	851	50	14	43	43	0	851	36	19	48	24	9	848
D. more than two hours	14	1	50	1	50	0	0	0	0	863	14	50	50	0	0	863	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	14	0	0	2	100	0	0	0	0	850	14	0	100	0	0	850	23	27	47	17	8	851
B. good	71	4	40	4	40	2	20	0	0	857	71	40	40	20	0	857	53	15	50	26	10	847
C. fair	14	0	0	1	50	1	50	0	0	847	14	0	50	50	0	847	20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	7	0	0	0	0	1	100	0	0	838	7	0	0	100	0	838	26	20	49	23	9	849
B. They match some of what I have learned.	71	4	40	5	50	1	10	0	0	858	71	40	50	10	0	858	51	14	48	26	11	846
C. They match just a little of what I have learned.	14	0	0	1	50	1	50	0	0	848	14	0	50	50	0	848	18	13	44	28	15	844
D. There is no match.	7	0	0	1	100	0	0	0	0	854	7	0	100	0	0	854	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	50	3	43	4	57	0	0	0	0	861	50	43	57	0	0	861	32	13	45	28	14	844
B. about the same as my regular schoolwork	50	1	14	3	43	3	43	0	0	848	50	14	43	43	0	848	56	15	49	25	11	847
C. easier than my regular schoolwork	0										0						11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	3	38	4	50	1	13	0	0	859	57	38	50	13	0	859	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	29	1	25	2	50	1	25	0	0	850	29	25	50	25	0	850	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	14	0	0	1	50	1	50	0	0	848	14	0	50	50	0	848	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	31	0	0	2	50	2	50	0	0	847	31	0	50	50	0	847	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	15	0	0	2	100	0	0	0	0	855	15	0	100	0	0	855	23	17	49	22	12	847
C. the course(s) described in B, plus physics	31	3	75	1	25	0	0	0	0	864	31	75	25	0	0	864	21	31	44	17	7	852
D. a life science and physical science class	23	1	33	2	67	0	0	0	0	859	23	33	67	0	0	859	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	21	1	33	2	67	0	0	0	0	858	21	33	67	0	0	858	27	23	47	20	10	849
B. agree	21	1	33	1	33	1	33	0	0	851	21	33	33	33	0	851	37	14	47	27	12	846
C. disagree	57	2	25	4	50	2	25	0	0	855	57	25	50	25	0	855	25	11	48	29	12	845
D. strongly disagree	0										0						11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	36	2	40	2	40	1	20	0	0	856	36	40	40	20	0	856	31	22	46	22	10	849
B. agree	57	2	25	5	63	1	13	0	0	856	57	25	63	13	0	856	50	14	49	26	11	846
C. disagree	7	0	0	0	0	1	100	0	0	836	7	0	0	100	0	836	14	9	45	31	15	843
D. strongly disagree	0										0						5	3	38	34	25	837
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number